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The National Student League *Fights*

- 1. For lower tuition fees, a free college in every city.
- 2. For academic freedom for all students and instructors.
- 3. For abolition of all forms of compulsory religious services in college.
- 4. For abolition of R.O.T.C.; against fascism.
- 5. For full social and political equality for Negroes and other racial minorities.
- 6. For unemployment insurance.
- 7. For student control of student affairs.

*The National Student League
Participates in Working Class Struggles*

Join the
NATIONAL STUDENT LEAGUE

31 East 27th Street

New York, N. Y.

INTRODUCTION

"**O**BVIOUSLY, there can be no objection to discussion by students on the various questions of the day; but the moment they cease to be merely discussion groups and become action groups, we must draw the line," Mark Eisner stated recently.

Ever larger numbers of students are beginning to complement their study and discussion with action. Alarmed at the rise of a militant student movement, Mr. Eisner as Chairman of the Board of Higher Education of New York City, has decided to "draw the line."

In the face of administrative opposition, students are beginning to take action on the immediate problems confronting them; on the problems of war and fascism, educational retrenchment and discrimination against Negro Students. George F. Zook, United States Commissioner of Education states that: "My complaint about college students is that they are too darned docile. They are too easily bossed. They don't create enough problems for the college or university administration." Commissioner Zook closes his eyes to the startling developments on the American campus.

* * * * *

What factors have brought about such a change in the life and activities of the American student, that even the sedate columns of the *New York Times* refer to the new "radical student movement"? This question can be answered by tracing the developments which have taken place during the past three years and which have led to the formation of the National Student League.

The U.S. Commissioner of Education has stated that we are now "faced with the greatest crisis in American education." Over 5,000 schools have been compelled to close down in four years of crisis. Confronted by nation-wide economic collapse, and by the "stabilization" of economy at a depression level, faced with chronic unemployment—students have been compelled to realize the failure of the educational system to in-

tegrate the graduating student with his social and economic environment.

The National Student League is not simply the result of the bright ideas of a few college radicals. Nor was it formed as a result of a "split over tactics" in the League for Industrial Democracy chapter in the New York Colleges" as is erroneously stated in a pamphlet issued by the Intercollegiate League of the League for Industrial Democracy.

During the fall term of 1931 there was formed in New York City a federation of college clubs in order to act on certain immediate problems. Max Weiss and ten other students had been suspended from City College for their anti-militarist activity. Violations of academic freedom were becoming more frequent in the metropolitan colleges. There was no other existing group to give organized expression to student opposition. Included in the federation which called itself the New York Student League, were students of many political beliefs. It was this New York Student League which published the first number of *Student Review*.

Concluding its first editorial, the *Review* stated:

"... Ours is not a solitary position. Students in all cities and towns in America, and in all parts of the world, face an identical fate under this outmoded economic order. It is only for us to unite with this common purpose before us. Like the workers, we have nothing to lose."

And overnight, we became a national organization.

Simultaneously with the organization of the now famous student delegation to Kentucky, there took place the first National Conference of the National Student League (March 1932). Reports indicated that chapters had already been established in colleges from California to Massachusetts, as well as in a number of high schools. The program adopted at the first national conference is in most respects similar to our present one. Donald Henderson, at that time still at Columbia University, became Executive Secretary of the organization.

It is important that we make clear the fact that when the National Student League was formed it was the only independent organization of students, led by students, committed to a program of activity based on immediate student demands.

So many events and struggles have taken place during the brief span covering the existence of the National Student

League, that it is impossible for us to recount even all the important ones.

The Kentucky trip has already been mentioned. It is significant that the National Student League became a national organization on the basis of the widespread student support gained through this dramatic action of solidarity with the working class. The ninety students who went on that trip could indeed, as Rob Hall, leader of the delegation, said, "tell the story of our disillusionment as the story also of our education."

Immediately after, there occurred the first significant student strike in American history. The N.S.L. chapter at Columbia led the strike in protest against the expulsion of Reed Harris, editor of the *Spectator*. Thousands of students struck and demonstrated. Reed Harris was reinstated.

There followed many campaigns against retrenchment in education and increased tuition fees, in Detroit, Chicago, New York and other cities. Following the participation of the N.S.L. in the World Congress Against War held in Amsterdam in the summer of 1932, there took place the National Student Congress Against War, at the University of Chicago during the Christmas vacation, 1932. We can trace the great spread of student anti-war conferences and action to that conference.

Directly after the Chicago Anti-War Conference the Second National Convention of the N.S.L. was held. Reports revealed the growth in our influence and organization. Reports were heard from the Canadian Student League and from a student representative from Colombia, South America.

The Second National Convention established a National High School Council. In the months that followed the High School section grew in strength and succeeded in leading a number of important high school struggles. While the anti-retrenchment strike of 20,000 high school students in Chicago, the leaders of which tried to exclude the N.S.L., fizzled out in a short while and lost its great potentialities for complete victory, a subsequent movement, under N.S.L. leadership, succeeded in obtaining partial success. This movement was carried on in the face of even greater terrorism than usually confronts a high school struggle.

The movement against retrenchment spread to the evening high schools in New York City, and an evening high school

council of the N.S.L. was set up, whose activities centered mainly on this issue.

The anti-war movement begun by the Chicago student congress reached a high point in the demonstration at C.C.N.Y. which led to the expulsion of twenty-one students, and saw the spectacle of a college president belaboring his own students with an umbrella.

The inevitable took place and Donald Henderson, our Executive Secretary, was refused reappointment at Columbia. Another strike and countless demonstrations resulted. Mention should also be made of the expulsion of Professor Gallagher in California, and of Oakley Johnson from C.C.N.Y.

Stating its support of the struggles of the working class against the system which oppresses them, the N.S.L. has on many occasions given concrete evidence of this aid. Actively supporting strikes by raising strike funds, marching on the picket line, etc., were students at Yale, Harvard, California, Smith College, Chicago, New York, Utah, and countless other places. We have supported and shall continue to support strikes of workers for the betterment of their conditions.

Never was a better opportunity presented than at the National Conference on Student In Politics for evaluating the respective merits of the various student organizations in this country. To this conference, held in Washington in December, 1933, the N.S.L. alone came with specific proposals for united action against war and fascism, educational retrenchment, and Negro discrimination. All the other organizations were pledged to hold only a "deliberative conference" and they had promised the Chamber of Commerce, in whose building the conference was held, that they would not adopt any resolutions. The program finally adopted contained many of the proposals of the N.S.L.

However, when the continuations committee of the conference met, despite the fact that it was pledged to carry out the above mentioned program, the N.S.L. delegate alone (representatives from the L.I.D., Y.M.C.A., American Student Union, etc., were present) voted in favor of a motion which said that the committee was obligated to carry out its own program. Both the committee and the conference have ceased their existence.

"Student in Politics" was not the only conference held at

the close of 1933. At Howard University there took place the Third National Convention of the N.S.L. where a national plan of action emphasizing the issues of war, retrenchment and Negro discrimination was adopted. There also took place a conference of the Student L.I.D. which heard the now famous proposal of the National Student League for the amalgamation of both organizations in order to form one united militant student movement.

Despite the growth of sentiment for such unity among many members of the Student L.I.D., the motion was rejected. In the year that followed, the successful execution of united front activities conducted jointly by the N.S.L. and the S.L.I.D., gave added weight to the proposal which was repeated at the 1934 conventions of both organizations. Again, the Student L.I.D. rejected the N.S.L. proposal, and could offer no argument against unity, but voted to "look forward to the time" when unity would be possible.

Although the convention of the Student L.I.D. voted against a motion which sought to affiliate the organization to the Socialist Party, the rejection of the invitation to meet with the representatives of the N.S.L., in order to discuss the problem of amalgamation, indicated that the S.L.I.D. found it difficult to break with its past. Offering its program based on the immediate issues facing students, and showing the need for student support of the labor movement, the N.S.L. proclaims its readiness to discuss the question of program with representatives of the Student L.I.D., so that all obstacles in the way of unifying the militant student movement, will be removed.

Internationalism has not only been a pious phrase to the N.S.L. but a basis for action. The spread of Fascism, which thrives upon the utilization of nationalism and race prejudice, and often tries to use students as its storm-troopers, makes all the more necessary the creation of an international fighting front. The N.S.L. was represented at the Amsterdam Congress. Delegates of the N.S.L. attended anti-war conferences in Montevideo and Costa Rica, and Walter Relis spent three months in Cuba as N.S.L. representative, working with the embattled students and workers of that country against the oppression of American imperialism.

The greatest manifestation of student action against imperialist war was the April 13th strike, which climaxed Na-

tional Student Anti-War week in 1934. This strike of more than 25,000 students throughout the country, testified to the growth of that movement which was initiated by the National Student League, two years ago.

Perhaps the most far-reaching event in the student anti-war field was the International Student Congress Against War and Fascism, held in Brussels, December 29, to 31, 1934. Its main concern was the building of a united world-wide student movement against these twin dangers. April 12th, 1935, will be significant not only as the date of the greatest action of American students, but as the spring-board for the establishment of such a permanent student united front against war and fascism in the United States.

* * * * *

The history of the N.S.L. is thus seen to be one of militant action. In our short period of existence we have created a new approach to student problems and new methods of student action that are profoundly changing the role of the American student in the life of this country. The student is becoming a force on the political scene, and the recent Hearst-Easley blast against the N.S.L. is proof enough that this force is recognized and feared by the jingoes and reactionaries.

In presenting the program of the N.S.L. and in appealing to the students to join the organization we wish to make clear the fact that the N.S.L. is not a student substitute for a political party on the campus. The N.S.L. is affiliated to no political party and it is controlled by the membership itself. Our members are students of diverse affiliations and beliefs. On the basis of its program, the N.S.L. invites *all* students to join. The student must take a stand!

PROGRAM of the National Student League

PREAMBLE

THE economic forces which are causing the disintegration of capitalism are at the same time destroying the security of the American student. The present economic crisis brings the student body face to face with serious problems which require immediate attention. These are in the main problems of present income and future employment. At the same time the danger of impending wars adds to a sense of insecurity.

The right of the student to an education is threatened by the wave of economy now sweeping our schools and colleges. Dwindling resources at home and fewer opportunities for part-time work at school are forcing many students to give up their studies. Many who do complete their education have little chance to use their training and skill under existing conditions. Every graduation day sees thousands of students joining the unemployed or entering unskilled occupations. This holds true despite the fact that millions of people are in vital need of their services.

For certain sections of the student body, particularly the Negro students, these problems are even more accentuated. Because of their status as members of oppressed minorities they are confronted with the added problems of discrimination and segregation.

In dealing with these issues students find old methods of approach no longer relevant. To meet present conditions new weapons and new forms of action are required. Our immediate situation demands that we organize to defend our present interests. Our future prospects force us to realize that along with the impoverished intellectuals we must align ourselves with the working class for unity in the struggle for our common interests. We recognize that although it is possible to win certain immediate improvements, only a change in the very basis of society can offer any permanent solution to our problems.

We find students directing their energies more and more toward united action in defense of their immediate interests.

In many cities students have already organized resistance to retrenchment in education. In the anti-war strike of 1934, we demonstrated our organized opposition to imperialist war preparations. In conducting these activities students meet administrative suppression in the forms of suspension and expulsion, as well as other drastic attacks on academic freedom. Experience shows that students can meet opposition only through militant mass action.

The National Student League is the organized expression of the requirements of the student body. It organizes and leads in securing our demands through mass action. The interests of the National Student League are those of the large majority of the student body. It appeals to students of all races and nationalities, regardless of religious or political affiliations, to join the struggle for our immediate demands. We call upon all militant students to join in one organization devoted to the purpose and needs of the student body.

POLICIES

AGAINST RETRENCHMENT, FOR THE RIGHT TO A FREE EDUCATION

Faced with decreasing sources of revenue, state and municipal governments are balancing their budgets at the expense of education. This has been brought about by the organized pressure of large property owners, bankers and wealthy tax payers. The revenues of private institutions have also been reduced.

Hundreds of schools have been shut down altogether, while others have been crippled by drastic reduction in their teaching staffs. At the same time attempts are made to raise the present charges, to introduce fees where none have existed, and to reduce the number of scholarships. These economies have the effect of restricting education more and more to a privileged minority. Here, as elsewhere the burden of retrenchment falls on the shoulders of those who can least afford it.

Students can effectively resist this policy only if they are organized. Further, only an organized student body can provide the militant leadership required to unite parents, teachers and other groups in the struggle against retrenchment.

In its campaign against retrenchment in education, the N.S.L. makes the following demands:

1. Free universal secondary education.
2. No economies at the expense of education and educational facilities.
3. No shortening of the school term.
4. No reduction of teachers' salaries and teaching staffs.
5. Free four year colleges in every city of 100,000 or over.
6. No increase in tuition charges and fees.
7. Federal aid to education.
8. Special taxes on concentrated wealth to support schools and colleges.
9. Federal relief for needy students.
10. Adequate provision of evening school facilities for worker-students.

AGAINST IMPERIALIST WAR AND WAR PREPARATIONS ON THE CAMPUS

The school is as vital a link in war preparations today as it was in 1917, when educational institutions supplied the army with half a million trained men. Many schools and colleges have military training on their curricula. In some of these institutions this training is compulsory. Elsewhere special inducements are offered to make students take it. Jingoism and propaganda for national defense are disseminated in the classroom, as well as in the R.O.T.C. courses. Expenditures for armaments grow daily in spite of peace pacts and disarmament conferences. Hundreds of thousands of young men have been herded into reforestation camps, where the daily routine of military training prepares them for war-time activity. The mounting expenses of future wars ostensibly as part of a public works program can be explained only in the light of the troubled international situation.

Although no wars have been officially declared, armies are even now engaged in conflict in scattered parts of the globe. These conflicts which are apparently local in character are produced by economic rivalries between world powers who today fight each other indirectly through vassal states, but who tomorrow force peace-time rivalry for markets to the breaking point. Unable to dispose of a surplus of commodities to an unemployed working class at home, each power is attempting a redistribution of colonial markets at the expense of the other.

Economic decline and imperialist conflicts cause intensive

exploitation of the colonial countries. We realize that for these oppressed peoples to repudiate the resort to arms in the face of an armed oppressor is a declaration of suicide. As a movement that strikes at the most deep-rooted causes of war, the National Student League supports the movement of the colonies for independence.

An added danger of war is the constant threat of intervention against the Soviet Union. In spite of innumerable interventions and provocations, the unequivocal stand for complete disarmament and peace can be explained only by the fact that it is the first country in the world where the basis for modern imperialist war, the drive for capitalist profits, has been abolished.

Whatever the results of the impending imperialist war, a small group of bankers and manufacturers stand to profit while the great masses of people both on the battle-field and at home have nothing to gain but hardship and death.

Students play an important role in war. Frequently they are the technicians and officers. It is for them to realize that their interests are opposed to those of the war-makers, the manufacturers and bankers.

In the fight against war, students must not put their faith in peace pacts and pledges not to fight. Experience has shown the futility of opposition to war which relies on moral suasion and is not prepared for organized mass resistance. Only by an alliance with the elements of the population that are opposed to imperialist war can the student wage an effective struggle.

Our economic system breeds not only international wars but also internal class conflicts. As long as economically antagonistic classes exist there will be struggle between these groups. The National Student League repudiates the pacifist position, which, while it apparently refuses to take sides in this conflict, in reality helps to prevent the action required for the defeat of the imperialists. The N.S.L. supports the workers in their struggle against imperialist war and for the abolition of capitalism.

We demand:

1. The abolition of the R.O.T.C.
2. All war funds to the unemployed. R.O.T.C. funds for relief and scholarships to needy students.

3. Against the utilization of college and school facilities for military purposes.

AGAINST FASCISM

American students must learn from the experiences of those of their European brothers who have been tricked into the ranks of fascism. Many have accepted all to easily the glowing promises of those who seek to establish the open and most brutal dictatorship of capital. Fantastic promises to nationalize the banks, to supply work for all, and to curb the predatory ravages of finance capital, cannot be and never are fulfilled by fascism.

Fascism brings no change in the economic basis of society. Rather, it is a desperate effort of the capitalist class to retain its hold on the political and economic organism. Intensifying military preparations and all forms of nationalism, and increasing existing economic rivalries, fascism brings nearer the outbreak of war.

Fascism does not solve the economic problems of the student. It leads on the contrary to the most drastic curtailment of educational facilities. In Germany, the Nazis seek to reduce the number of students in institutions of higher learning from 130,000 to 15,000, with special reductions in the number of women students. Focusing its attack on all organizations of labor, fascism also stultifies and destroys science and art.

The developments which have taken place under the N.R.A. such as the centralization of government powers, the legalization of wage differentials for Negro workers, the establishment of the supposed community of interests of capital and labor, at the same time that machinery is established to prevent strikes and to enforce state control over labor organizations are similar to the fascist institutions in Italy and Germany. Hitler points to the similarity between his treatment of the Jews and the persecution of the Negro people in the United States.

Fascist and semi-fascist organizations, encouraging lynch violence, have arisen in various parts of the country. Fascist propagandists are active in American universities.

The National Student League fights against all fascist organizations on the campus, because these groups work against the interests of the student body. Demagogic, the stock-in-trade of fascism, must be exposed, and all fascist student groups removed from the campus. To raise the question of academic

freedom for the fascists is to facilitate the growth of this movement, which divests students of their rights and prerogatives, destroys culture, art and education, and the very concept "student." Toleration and solicitude for the rights of fascists aided them to power in Germany and Austria. The fight to defeat fascism is a fight to preserve the right of students to free speech, press and organization. Failure to wage an uncompromising struggle against every manifestation of fascist ideology and organization is identical with toleration for the suppression of academic freedom.

The National Student League fights against the fascists because they are the first to deprive students of the very right to an education. We fight for student rights in order that students may be able to defend their interests and win their demands.

FOR EQUAL RIGHTS FOR MINORITIES; AGAINST DISCRIMINATION

The Negro students are confronted with special problems arising from their status as part of an oppressed people. In the South the Negroes are barred from the institutions provided for whites and herded into separate schools which are woefully inferior and inadequate. In seventeen states and in the District of Columbia only one-fourth as much money per capita expended for white students is allowed for Negro students. In the North where no such discrimination is supposed to exist, Negroes are excluded from a number of schools and are deprived of the use of many facilities in others. The lot of Negro students who wish to work their way through school is made doubly hard by the fact that they are usually barred from all but the most menial and least remunerative forms of employment.

Because of this it is important that Negro students be organized. Because of their comparatively greater freedom, it is the duty of white students to take the initiative in the struggle to break down these barriers of race prejudice and discrimination which tend to divide the student body and weaken its fight. Only through the unity of Negro and white students can their common ends be attained.

Jewish, Catholic, women and foreign-born students are subject to similar forms of discrimination both in allotment of jobs and in admittance to educational institutions.

As a basis for the solution of these problems the National Student League demands:

1. Equality of students of every race, color, creed and nationality.
2. The abolition of segregation in education, admission of Negroes to all institutions, educational and social.
3. That pending the establishment of complete equality throughout the educational system, equal appropriation per capita be allotted to both Negro and white.
4. Equal impartial opportunities for employment.
5. Destruction of all illusions of race supremacy as fostered by our educational system; discarding of school texts derogatory to the Negro.

FOR FREEDOM OF STUDENT THOUGHT AND ACTION

Freedom of speech and the press in capitalist society cannot be considered abstractions. It is clear that the class now in power, the capitalists, control these rights for themselves. In the industrial field workers must struggle to win freedom of expression and the right to organize. These gains are made necessarily at the expense of the employers. On campus too students must fight to win free speech and press.

With the development of militant student activity, academic freedom takes on new meaning. It no longer signifies the mere right to discuss and talk, nor is it any longer the exclusive concern of isolated discussion circles. It now means freedom to act in defense of student interests. Academic freedom now concerns all students. It acquires meaning only as an instrument in the struggle of students for their requirements. The fight for academic freedom is accordingly an integral part of our activity.

We, therefore, resist the wholesale expulsions of students and faculty members, the banning of student clubs and newspapers, the abrogation of student self-government and all other methods used by administrations in an effort to stem the rising tide of student struggle.

The National Student League fights:

1. For freedom of speech and freedom of criticism for students and faculty members.
2. For a student press free from censorship.

3. For the right of students to organize, petition, hold meetings, or conduct strikes, on or off the campus.
4. Against forcing students under duress to sign away their freedom of action.
5. Against compulsory religious services.
6. For democratic student government.
7. For student control of student affairs.

THE STUDENT AND THE WORKING CLASS

In conducting their campus struggle students find themselves confronted by the dominant economic groups and their subservient political machinery. We find ourselves opposed by the power of the state, when the police are used to break up student demonstrations and strikes. The press falsifies its accounts of militant student activities. All this follows from the fact that the demands of the students oppose directly the educational program of the bankers and industrialists. Since their program of retrenchment tends to curtail free education and their interest in war preparation to militarize schools and colleges, students find themselves engaged in increasing conflict with these groups.

In this clash students have a powerful ally in the working class which is engaged in constant struggle against identical economic interests. Workers support student struggles because they desire a free education for themselves and their children. They also oppose war and war preparations. By their numbers and position in industry, the workers are the most potent class in the fight against war. For effective action against the forces that control the school system, the support of so large and powerful a group as the working class is essential.

After graduation students become more closely bound to the working class. We face a world wherein the demand for our services will be far surpassed by the supply of applicants. Many will join the growing army of the unemployed. Those of us who get jobs will be economically dependent on the will of employers who may arbitrarily hire and discharge. We thus share the insecurity of all wage earners. In addition, many students, especially evening session students, are themselves part-time or full-time workers and are at present subject to wage-cuts and overlong working hours.

The N.S.L. points out that the urgent problems of the student body are reflections of a profound crisis in the present social order. We realize that our insecurity and the constant threat of war and fascism are both products of a decaying social order based on profit and exploitation. Education under capitalism is harnessed in an attempt to maintain the status quo. The development of science is retarded by the ruling class because a contracting economic system needs fewer new techniques and methods of production. The truthful portrayal of social relationships in art and literature are discouraged. On every side students are confronted with the need for a new social order which will not only make our lives secure but which will make the fullest use of our training and skill.

We realize that the present crisis strikes hardest at the working population. We realize that the working class by virtue of its numbers and its strategic position in society is destined to bring about the elimination of these evils through a change in the social order. We support the efforts of the working class for the abolition of capitalism and the establishment of a classless society. We can do this by joining in the demand for social and unemployment insurance, and by giving active assistance to workers and farmers in their struggles.

CAMPUS ACTIVITIES

Members of the N.S.L. participate in all campus activities. We do not confine ourselves to the N.S.L. chapter. We are never isolated from the student body. Members with a special interest are active in clubs devoted to their particular subjects. Those who have the ability, work on the college newspaper. In the classrooms as elsewhere, N.S.L. members are known as such and popularize our program.

Although N.S.L. members also participate in sports, we make clear our opposition to the institution as it exists today. We consider the over-emphasis on competition between the large colleges harmful because it prevents the mass of students from taking part in athletics.

One of the most important N.S.L. activities is participation in student government. We nominate candidates who accept a program of action on the immediate issues facing the student body. Our purpose is always to unite the student body in the struggle for its needs.

CONSTITUTION of the National Student League

(Adopted by the Fourth National Convention of the N.S.L.)

ARTICLE I

Section 1. The name of this organization shall be the National Student League.

ARTICLE II

Section 1. The National Convention of the N.S.L. shall be held annually and shall be the highest governing body of the N.S.L.

Section 2. Each regular chapter of the N.S.L. shall be entitled to one delegate to the National Convention for the first twenty members or minor fraction thereof and an additional delegate for every succeeding twenty members or major fraction thereof.

Section 3. The delegates are to be elected at a special meeting of the N.S.L. chapter in each school. Only registered members in good standing may vote.

Section 4. Fraternal delegates, representing organizations, may be invited. They may have a voice in discussion, but no vote.

ARTICLE III

Section 1. The National Executive Committee shall be the highest governing body between sessions of the National Convention, and shall be elected annually by the National Convention.

Section 2. The National Executive Committee shall consist of:

(a) A member from every important section of the country, the number to be decided each year at the National Convention.

(b) A Resident Bureau of at least five members and not more than fifteen members, which shall have its office in New York City. The Resident Bureau shall include at least the following members:

1. Executive Secretary.
2. Organizational Secretary.
3. Editor of Student Review.
4. High School Secretary.
5. Executive Secretary of the New York District.

Additional offices may be created and members added to the Resident Bureau between Conventions at the discretion of the National Executive Committee.

Section 3. The majority of the members of the National Executive Committee must be students not out of school for more than two years.

Section 4. The National Executive Committee shall meet at least twice a year.

Section 5. Any member of the National Executive Committee may be recalled from office by a majority vote of the N.E.C. or by a national referendum at the request of three chapters of the National Student League.

Section 6. "Student Review" shall be the official publication of the National Student League. It shall be published at least eight times during the school year by the National Executive Committee.

Section 7. The N.S.L. Organizer shall be the official bulletin of the National Executive Committee and shall be published at the discretion of that body.

Section 8. Between meetings of the National Executive Committee the Resident Bureau shall meet at least twice a month.

ARTICLE IV

Section 1. Any student or teacher attending an institution of higher or secondary learning, a trade or technical school in the United States is eligible for membership in the National Student League.

Section 2. An official chapter may be established in any school where there are five or more registered members of the N.S.L. No group shall be considered an official chapter of the N.S.L. unless it has been duly chartered by the National Executive Committee. Charters shall be granted on the approval by the N.E.C. of a petition of five or more registered members of the N.S.L. in a particular school. The charter fee shall be fifty cents for chapters in institutions of secondary

learning and one dollar for chapters in institutions of higher learning.

Section 3. Each chapter shall elect an executive committee which shall guide the work of the chapter and keep in touch with the National Office.

Section 4. Student organizations may affiliate with the N.S.L. if they accept any part of the program of the League but do not oppose the general program of the N.S.L.

Section 5. A district of the N.S.L. shall be formed only by the National Convention or by the National Executive Committee at the petition of five registered N.S.L. groups. An executive committee of the district shall be elected at the annual convention of the district.

ARTICLE V

Section 1. Members shall pay a registration fee upon joining. The registration fee shall be ten cents for students in institutions of secondary learning and twenty-five cents for students in institutions of higher learning. The entire registration fee shall be sent in to the National Office together with the application blank.

Section 2. Dues shall be twelve cents per month for members in institutions of secondary learning and twenty cents per month for members in institutions of higher learning for eight months of the year (October through May). They shall be payable to the chapter either weekly, bi-monthly, or monthly or as the chapter sees fit. Members in institutions of higher learning shall be required to pay a fifteen cent summer tax payable in the month of June.

Section 3. Fifty per cent of all dues shall be payable to the National Office on the twenty-fifth day of each month. Where Districts of the N.S.L. are established at least twenty-five per cent of the dues shall be retained by the chapters in the District, fifty per cent shall be turned in to the National Office and the remainder shall be turned in to the District Office.

A LETTER TO THE READER

You are interested in the National Student League. You know something of our activity and you feel the need for a student organization that will rise and fight for the demands of students. What can you do to build an organization on your campus to fill this need?

If you believe, after reading this pamphlet, that the National Student League is such an organization, the first thing to do is to fill out the application blank at the end of this pamphlet and become a registered member. The next step is to write to us, and to secure our literature. Now, you are, perhaps, a member of some school club, where you have a few personal friends. Show these friends a copy of *Student Review*, and this pamphlet. You can readily get one or two people who will be interested in the N.S.L. Or you might write a letter to your school paper, calling upon students who are interested to come and talk things over with you. Two or three will answer. With this small nucleus, you plan for a large organizational meeting; posters on every bulletin board, letter in your newspaper, personal contact, perhaps a mimeographed or printed leaflet.

Let us say that ten people come to your meeting. There should be only two subjects on your agenda: program and organization. With these ten people, read the program of the N.S.L., discuss it thoroughly and emphasize those sections that relate most closely to your own school situation. You have read several issues of the *Student Review* and the *N.S.L. Organizer* and you can describe the kind of activity other schools with problems like yours have conducted.

In the organizational part of the meeting, distribute application cards, and register those who are willing to join. Registration requires that you collect ten cents from students in institutions of secondary learning and twenty-five cents from students in institutions of higher learning and that you send this fee together with the application blank to the National Office. Elect your officers then: a chairman, a membership secretary and treasurer, who collects dues, and a *Student Re-*

view agent. (The names and addresses of all officers must be sent to the National Office as soon as elections have taken place.) At this meeting, also, get as many subscriptions for *Student Review* as you can and mail them in. You may modify your executive committee to suit your needs, by combining offices or increasing their number.

The next meeting of your group should take place very soon after the first and should be devoted to a thorough discussion of the character and needs of your school, and to the planning of your future activity. Center your discussion around the program.

Retrenchment:—Are tuition rates high? Have teachers and student-workers salaries been cut? Are prices in the lunch room and book store too high? Have scholarships been decreased? Courses cut, student fees raised? Are classrooms crowded? Has the school term been shortened?

War:—Is there R.O.T.C. in your school? Junior Naval Reserves? Compulsory? Optional? Other military or fascist propaganda?

Discrimination:—Are Negro students permitted to attend school functions, proms, etc.? Swimming pool?

Do employment agencies discriminate against Negro students? Are municipal, state and civil service jobs open to them on equal terms with white students? Get Negro students to come to your meeting. Make them feel at home. Show them that no discrimination is tolerated in the N.S.L. Write to us for further advice on how Negro and white students may unite to combat discrimination.

Another extremely important question to raise and resolve is—what agencies we can employ to reach the students and to gain our demands. Student government—is it powerful and can we influence it? Campus clubs—French Club, Mathematics Club, Chess Club, Discussion Clubs—have we any influence in them? Let's join them and win them to us, at least on one specific demand. Raise the issue of fascism in the German Clubs. School newspaper,—how does one get on the staff? Will they publish letters and articles that we write? Faculty—are there any sympathetic men among them, who will speak for us and help us in any other way?

All these questions you should discuss thoroughly. Get to know your school. Before that second meeting, write to the

National Office and give us a clear picture of the situation in your school. We will let you know what other groups have done in similar circumstances.

Perhaps at this second meeting only four or five of your original ten show up. Even if only three come, do not be discouraged. Three good N.S.L. members can do more in influencing the history of a school than hundreds of unorganized students. We are united on a program that has been tested in action. Tens of thousands of students have granted us the leadership of their fights. If you work steadily and correctly, your group will necessarily grow.

When your plan is completed, send a copy to the National Office. Your next step depends on yourself.

In building your group, count upon the support of our entire national organization. We are united behind you, ready to give you help, advice and encouragement.

Go to it!

**NATIONAL EXECUTIVE COMMITTEE
OF THE NATIONAL STUDENT LEAGUE**

*Enroll in the Student Front
Against War and Fascism—Join the*
NATIONAL STUDENT LEAGUE

I wish to become a member of the National Student League.

Name

Address

School

Send this to the National Office of the National Student League, Room 84, 31 East 27th Street, New York City, together with the registration fee of ten cents for high school students and 25 cents for college students.

Read the
STUDENT REVIEW

Published by the National Student League

Use This Blank

STUDENT REVIEW,
Room 84,
31 East 27th Street,
New York, N. Y.

I wish to become a subscriber to STUDENT REVIEW.
I enclose 35 cents for eight issues.

Name

Address

School